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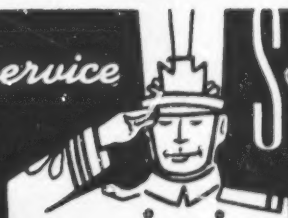
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ABSTRACT

The management by objectives (MBO) approach to compensation structures for administrators is presented here. The reasons for the press for differentiation of school administrators' salaries on the basis of their performance are outlined. The steps in the planning, development, and administration of an MBO compensation structure are listed and briefly discussed. Exhibits include the criteria for differentiation of base salary, increments, and performance; a worksheet on the differentiation of base salary by position; categories and characteristics of objectives; some notes on management by objectives; a guide to writing good objectives; the most common errors in setting objectives; and the critical steps in implementation of an MBO system. (Author/IRT)

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PERFORMANCE BASED COMPENSATION

STRUCTURE

FOR SCHOOL ADMINISTRATORS

By

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PERFORMANCE BASED COMPENSATION STRUCTURE FOR SCHOOL ADMINISTRATORS

Introduction

There is currently a strong press toward differentiation of school administrators' salaries on the basis of performance. The reasons for this press have been summarized by Castetter and Heisler:

1. attract and retain competent personnel,
2. motivate personnel to optimum performance,
3. create incentives to growth in performance ability,
4. get maximum return in service for economic investment made in the compensation structure,
5. develop confidence of personnel in the intent of the organization to build equity and objectivity into the compensation structure,
6. make the plan internally consistent and externally competitive,
7. relate compensation levels to importance and difficulty of positions,
8. make salaries commensurate with the kind of personnel the organization requires, and
9. establish a compensation structure conducive to the economic, social, and psychological satisfactions of personnel.

¹Adapted from William B. Castetter and Richard S. Heisler, Planning the Compensation of School Administrative Personnel, Center for Field Studies, Graduate School of Education, University of Pennsylvania, Philadelphia, Pa., 1970, p. 5.

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There are currently many prototypes of performance-based compensation structures. Many of the older ones are based upon rather primitive rating forms. These are practically worthless and are commonly discarded because of their lack of reliability and validity.

Many of the newer and more successful prototypes are built upon management by objectives (MBO) models. However, it must be stressed that these too are commonly unsuccessful unless the MBO model is carefully and cooperatively designed and debugged over a period of time before it is linked to compensation structure. Any compensation structure must earn the confidence of the administrative staff before it can assure the goals stated above.

This Brief and the attachments are intended to illustrate the MBO approach to compensation structure for administrators, the topic for which it was prepared for the December 3, 1975 Tri-State Area School Study Council Conference. Obviously any model must be adapted to the unique needs and circumstances of the individual school district.

Steps in the planning, development, and administration of the compensation structure

1. Establish compensation policy and objectives to be accomplished.

Compensation structure should be based upon (1) carefully formulated policy adopted by the school board and (2) objectives which the compensation structure is designed to achieve. The goals enumerated on the previous page may serve as a point of departure in establishing local policy and goals. The goals become important criteria for the evaluation of the structure.

2. Enumerate positions to be included in the compensation structure.

Districts may wish to include all first-line and higher supervisors and administrators in the compensation structure. Some districts exclude the superintendent. However, that may be, the superintendent's compensation should be based upon performance considerations so that the top administrative position becomes an exemplar of the district's commitment to performance-based compensation.

3. Establish criteria for the differentiation of base salary by position.

It is imperative that the base salary for each position be established on an equitable and competitive basis before performance-based differentials are superimposed upon it. If there are serious flaws in the base salary structure, the performance-based differentiations are likely to fail.

One approach is to establish the number of levels of administrative hierarchy that exist and then establish a salary range for each level. One danger with this is that the levels of hierarchy may not be well related to important considerations of compensation. Castetter and Heisler, op. cit., have developed a model based upon the ranges for levels of administration approach.

The model that follows (see Exhibit A) makes no distinction per se among levels in the administrative hierarchy. Instead it relates to essential considerations of worth of the administrative position and the "talent bought" by the school district. Note that it takes into consideration the length of the work year and the length and nature of the work week. Base salary is differentiated by position but is not differentiated with respect to any characteristics of incumbents at this step. Exhibit A should be modified to reveal criteria or values that are important to the individual school district.

4. Describe, analyze, and differentiate each position with respect to criteria related to base salary.

It is important that this step be preceded by careful analysis and description of each position to be sure that the criteria are applied to up-to-date and reliable job descriptions. This should probably be repeated on an annual basis. (See Exhibit B for a worksheet that can be used to calculate ratios for each position. This document also should be modified to serve local circumstances and values.)

5. Establish automatic increments to base salary

This step includes the specification of automatic adjustments or increments to base salaries for all. (See Exhibit A) The most obvious one is cost-of-living adjustment. Some would argue for the inclusion of automatic increments for (1) additional years of satisfactory service and (2) completion of advanced professional study. The inclusion of these in a purely performance-based compensation structure is questionable. It can be argued that if these factors are worth anything to the employer they should be manifested in performance differentials described later.

6. Establish reference level to which the above ratios are applied is a matter of local choice. The possibilities, among others, include:
 - a. an arbitrary figure unrelated to anything
 - b. base of local teachers salary schedule (This one is becoming increasingly unacceptable to school boards because of latent conflict of interest by administrators in teachers negotiations.)
 - c. superintendent's salary or arbitrary base related to any other local administrative position

- d. an average salary paid to teachers, principals, superintendents, or others in districts of comparable financial means in the region.

Obviously the ratios in Exhibit B will have to be adjusted depending upon the reference level selected.

7. Define performance objectives for each position and standards of performance for each as criteria for differentiation of incumbents' salaries.

Here begins the linkage with the MBO system. It is only at this point that salaries become differentiated on the basis of incumbents. (See Exhibits C, D, E, F, G, and H.) All of these documents should be modified to accommodate local needs and circumstances. Keep in mind that MBO is designed to accomplish many objectives other than compensation differentiation. We stress especially the list of "common pitfalls" in the application of MBO systems (in Exhibit E).

8. Phase out old compensation structure into new structure.

There are various ways of doing this and each must be tailored to local circumstances to avoid drastic disturbances. The experiences of districts such as North Allegheny, Mt. Lebanon, and Upper St. Clair may be helpful.

9. Monitor administration of the new compensation structure including the appeals process.

(Exhibit I reveals North Allegheny's processes for monitoring the administration of the compensation structure. Exhibit J shows an appeals process.)

10. Evaluate new compensation structure against objectives and modify as necessary.

This is a rather subjective task and should be undertaken collaboratively by the school board and the administrative team. The evaluation should be made with reference to the objectives of the plan. This is the "closing of the loop" process and permits the recycling of the whole process to make necessary repairs.

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EXHIBIT A

CRITERIA FOR DIFFERENTIATION OF BASE SALARY, INCREMENTS, AND PERFORMANCE

Administrators' salaries are based upon three components: (1) base salary for position, (2) base increments, and (3) differentials based upon performance.

(1) BASE SALARY is differentiated by positions with respect to the following criteria:

A. Supervisory responsibility

1. Number and kinds of subordinates for whom the employee is responsible
2. Closeness (or degree) of supervision, giving consideration to the degree of independence of those supervised
3. Nature and difficulty of work supervised

B. Non-supervisory responsibility

4. Participation in policy determination with consideration given to nature of participation and significance of policy
5. Extent and nature of public contacts
6. Independence of action for significant work which the employee undertakes

C. Complexity of work

7. Number and variety of activities or cost of facilities for which the employee is responsible
8. Breadth of work knowledge required to appraise and make decisions with respect to a number of activities
9. Depth of work knowledge required to appraise and make decisions with respect to a number of activities

D. Conditions of employment

10. Length of work year
11. Length and nature of work week

Above differentiations may be indexed to
arbitrary figure unrelated to any position or norm
teacher salary schedule

superintendent's salary or arbitrary base related to any position such as high school principal

average salary paid teachers, principals, superintendents, or others in districts of comparable financial ability in the region

(See EXHIBIT A for sample worksheet for calculating BASE SALARY)

(2) BASE INCREMENTS accorded to everyone performing satisfactorily (defined as achievement of ROUTINE OBJECTIVES in MBO system) may be based upon:

a. cost of living

b. level of academic preparation (?)

c. years of satisfactory administrative performance (?)

(3) PERFORMANCE DIFFERENTIALS based upon achievement of

F. problem solving objectives

G. creative objectives

H. personal development objectives

(See EXHIBIT C for definitions of routine objectives, problem solving objectives, creative objectives, and personal development objectives.)

(See EXHIBIT D for sample worksheet for specification of MBO agreement.)

Performance differentials are non-cumulative, must be earned anew each year.

EXHIBIT B

WORKSHEET FOR DIFFERENTIATION OF
BASE SALARY BY POSITION

FACTOR A Supervisory responsibility

1. Number and kinds of subordinates for whom employee
is responsible

- 1.00 - responsible for no employees
- 1.50 - responsible for 1/3 of the professional employees or less than 1/2 of the non-professional employees in the district
- 2.00 - responsible for 1/3 - 2/3 of the professional employees or 1/2 or more of the nonprofessional employees
- 2.50 - responsible for 2/3 of all of the professional employees

2. Closeness (or degree) of supervision, giving
consideration to the degree of independence of
those supervised

- 1.00 - little or no supervision exercised
- 1.50 - moderate supervision exercised over limited aspects of subordinates' work
- 2.00 - major supervision exercised over most aspects of subordinates' work
- 2.50 - full responsibility for supervision and evaluation of subordinates' work

3. Nature and difficulty of the work supervised

- 1.00 - little or no supervision
- 1.50 - work supervised is not professional work
- 2.00 - work supervised is professional but general
- 2.50 - work supervised includes specialized work

FACTOR B Non-supervisory responsibility

4. Participation in policy determination with consideration
given to nature of participation and significance of
policy

- 1.00 - no responsibility for policy determination
- 1.50 - moderate responsibility for policy in limited area or for minor aspects of policy
- 2.00 - shares with others responsibility for determining major policy in certain area
- 2.50 - full responsibility for final recommendation of policy to board of education

EXHIBIT B (cont.)

5. Extent and nature of public contacts _____

- 1.00 - public contacts do not exceed that of teachers
- 1.50 - casual contacts with few individuals or groups
- 2.00 - frequent contacts with large numbers of people and groups
- 2.50 - regular and frequent contacts with many officials and important groups

6. Independence of action for significant action which the employee undertakes _____

- 1.00 - subject to close supervision by superior
- 1.50 - subject to close supervision but has moderate freedom of action in limited area
- 2.00 - subject to minor and infrequent supervision with large freedom of action in limited areas
- 2.50 - near complete independence of action within limitations of law and board policy

FACTOR C Complexity of work

7. Number and variety of activities or cost of facilities for which the employee is responsible _____

- 1.00 - responsible for few similar activities
- 1.50 - responsible for several different activities in small building or small jurisdiction
- 2.00 - responsible for many activities in moderate-size building or jurisdiction
- 2.50 - responsible for large number and variety of activities in large building or jurisdiction

8. Breadth of work knowledge required to appraise and make decisions with respect to a number of activities _____

- 1.00 - requires no knowledge of specialized areas
- 1.50 - requires only casual knowledge of specialized areas
- 2.00 - requires moderate knowledge of specialized areas
- 2.50 - requires deep knowledge of specialized areas

9. Depth of work knowledge required to appraise and make decisions with respect to a number of activities _____

- 1.00 - requires no knowledge of specialized areas
- 1.50 - requires only casual knowledge of specialized areas
- 2.00 - requires moderate knowledge of specialized areas
- 2.50 - requires deep knowledge of specialized areas

Total of ratios 1-9 _____ (1)

Total (1) divided by 9 _____ (2)

EXHIBIT B (cont.)

FACTOR D Conditions of employment

10. Length of work year _____ (3)

10 months - multiply (2) by 10/9

11 months - multiply (2) by 11/9

12 months - multiply (2) by 4/3

11. Length and nature of work week _____ (4)

occasional work in evenings or weekends - multiply
(3) by 17/16

regularly works 2 or 3 evenings and/or infrequent
weekends - multiply (3) by 9/8

regularly works 3 to 4 evenings and frequent weekends
- multiply (3) by 5/4

BASE SALARY Multiply index salary by (4) _____

POSITION _____

EXHIBIT C

CATEGORIES AND CHARACTERISTICS OF OBJECTIVES

E. ROUTINE OBJECTIVES

These are commonplace and repetitive activities that must be discharged. They are also essential activities which, if neglected, would seriously impair the organization's operation. They are commonly suggested in traditional job descriptions. They tend to be numerous and non-negotiable. They would have to be assumed by any incumbent of the job. Failure to accomplish them well could be considered grounds for salary reduction or dismissal.

MBO improves upon the traditional job description approach by forcing review of routine objectives annually, establishing measures to assure that they are done well, forces agreement between incumbent and superior on exactly what they are, specifies percentage of time devoted to each.

Examples: preparing class schedules, assigning students and teachers to classes, preparing and submitting reports.

F. PROBLEM SOLVING OBJECTIVES

These focus upon recurring and serious problems that affect the organization adversely. They are the kind of problems that are not typically solved by discharging routine objectives. It is also possible that some cannot be resolved in short time periods. They frequently require study before the means of solution becomes apparent. Like all other categories of objectives, problem solving objectives should be linked directly with school district goals. Emergencies may force the substitution of one problem solving objective which was unanticipated for one which was anticipated. It is usually not wise to include more than two problem solving objectives per person per year. Importance of the objective in relation to the school district's goals and the quality of its achievement might be used as one basis for differentiation of compensation.

Examples: reduction of drug-abuse among students, reduction of school vandalism, improved cost-effectiveness in dealing with teacher absenteeism.

G. CREATIVE OBJECTIVES

These objectives may have the greatest potential for improvement of results. Routine objectives and problem solving objectives are largely maintenance oriented and do not move the organization ahead. Creative objectives do. Creative

objectives carry higher risks of failure as well as higher potential for making great strides forward. These objectives may carry heavy rewards in the compensation structure for successful achievement. Probably not more than two should be attempted in a given year.

Examples: transforming a school into open education, implementing differentiated staffing, developing and installing a code of student rights and responsibilities.

H. PERSONAL DEVELOPMENT OBJECTIVES

These objectives focus upon increasing the professional capability of the incumbent so that he or she can perform more effectively. Like the other categories, these objective should be derived from school district goals. Probably not more than two should be included per year although each objective may include a number of related activities. Since achievement of these objectives contributes to the capability of the incumbent and commonly incur costs in time and money, they should be linked to the compensation structure.

Like other objectives, the reason for the objective should be made explicit. Like the other objectives, the means for accomplishing them should be determined largely by the incumbent although district's share of costs must be negotiated.

Examples: completion of advanced graduate study, participation in professional in-service activities, field visitation, extension of service in community organizations, independent study, research.

EXHIBIT D

POSITION _____

Page 1

PERIOD: July 1 _____

June 30 _____

WBO AGREEMENT _____

Incumbent _____

Agreement Date: _____

ROUTINE OBJECTIVES

WHY?

MEASURE OF
SATISFACTORY PERFORMANCE

ALLOWABLE RANGE OF
VARIANCES (if any)
BEFORE EXCEPTION

ESTIMATED
PERCENT WEIGHT
OF TIME

1. Process all grievances at level 1 within five days and as specified in contract

Contract requires

Superintendent receives Form GP-2 satisfactorily completed within five school days of receipt of Form GP-1

Variances allowed if:
1. From GP-1 is incomplete
2. not filed according to specific procedure
3. principal is absent for four or more days of five day period

1 5

2.
etc.
Comments

PROBLEM SOLVING OBJECTIVES

1. Study feasibility of reducing incidence of venereal disease among students

Public health hazard

By 6/30/76 study completed revealing:

Variances allowed if:
1. failure of funding (\$1500)
2. inaccessibility of hard data or reasonable estimates thereof

2

8

12

1. incidence of VD by type, sex, and grade level
2. collection of alternative solutions from ERIC search and conferences with nurse and school physician
3. recommendations for action in priority order with cost-benefit estimates

2.

EXPLANATIONS:

1. Estimated percent of time should be target optimums for next year, not actual amount for past year.
2. Weight assigned should be calculated on basis of following criteria:
estimated percent of time involved
expected contribution to goal priorities of organization
expected impact on organizational development
degree to which accountability for accomplishment of the objective is shared by others

EXHIBIT D (Cont.)

CREATIVE OBJECTIVES

MIV?

MEASURE OF
SATISFACTORY PERFORMANCE

ALLOWABLE PAVOL. OF
VARIANCES (if any)
BEFORE EXCEPTION

ESTIMATED
PERCENT
OF TIME

WIGHT

1. Introduction of school volunteer program aimed at career education

improve ori-
entation of
youth to com-
mon occupa-
tions and
world of work
capitalize on
low cost pro-
gram enrich-
ment
improve
school-commu-
nity rela-
tions

Complete by 6/30/76 inven-
tory of occupations held
by all citizens of school
district
Complete by 6/30/77 file
of citizen resources by
occupation, availability,
etc.
Implement by 6/30/76 and
evaluate pilot program of
six citizen taught mini-
courses in grade 11 with
guidelines for further
implementation

3%

12

Failure of funding
of 1/2 additional
secretary

2. Comments

PERSONAL DEVELOP- MENT OBJECTIVES

1. Take planned vaca-
tion to include
experiences that
will give en-
riched insight in-
to career educa-
tion

Professional
growth in
high priori-
ty target
area

Visit six schools with
exemplary career educa-
tion programs

Confer with USOE, NEA
NASSP, ERS, and NASE
officials

Attend NASE seminar on
career education
File application for
Danforth Fellow

Failure of funding of
work-related share of
vacation costs

Failure of funding of
NASE seminar fee and
expenses

8%

4

2. etc.
Comments

Emergencies and exceptions allowed for

Signed

Date

100% 100%

EXHIBIT E

SOME NOTES ON MANAGEMENT BY OBJECTIVES

Definitions:

results-oriented managerial appraisal system (Wynn)

a process whereby superiors and subordinates jointly identify goals, define major areas of responsibility in terms of results expected, and use these measures as guides for operating the unit and assessing the contribution of each of its members. (Odiorne)

(EBO/R) a system of operation that enables the organization and its personnel to identify, move toward, and look into objectives and manage more effectively for desired results. (Knezevich)

Rationales of the MBO concept

A. an accountability model derived from general systems theory to

1. define and prioritize organizational goals
2. determine performance objectives for employees and standards of achievement compatible with organizational goals and priorities
3. assess feasibility of performance objectives in terms of time, cost, staff load, etc.
4. select means, allocate resources, and refine plans
5. implement plans or programs and monitor
6. evaluate results or performance
7. recycle

B. a personnel administration model derived from human relations theory to

1. reduce ambiguity regarding job performance
2. reduce anxiety regarding job security
3. stimulate employees' motivation
4. strengthen intrinsic reward system
5. quicken employees' self-realization and self-actualization
6. reduce dissonance between organization's goals and employees' needs
7. strengthen understanding and interpersonal relations between administrators and their subordinates
8. encourage employees' professional growth and strengthen on-the-job capabilities

Other possible payoffs

1. gives direction; helps people know what they will be accountable for
2. stimulates people to commitment to organization's objectives
3. produces more rational decisions
4. transforms supervision from a unilateral to a bilateral process

5. helps to determine priorities
6. diverts supervisory effort from supervision of subordinates' activities to cooperative effort toward results
7. substitutes management by self-control and self-initiative for management by domination
8. improves appraisal of managerial performance
9. describes managerial positions in terms of performance outcomes rather than activities
10. helps to identify corrective action needed
11. can help to relate compensation to productivity
12. can help defend against unreasonable reductions in administrative staff
13. provided documentation essential for promotion, demotion, transfer, or dismissal of employees

Some characteristics of MBO

1. an unrelenting goal-seeking process
2. sustains 9/9 managerial style
3. emphasizes cost/effectiveness rather than cost/efficiency
4. creates a spirit of teamwork between superior and subordinate
5. improves communication between superior and subordinate
6. makes accountability a joint obligation for superior and subordinate

Some common pitfalls of MBO systems

1. failure to integrate organizational goals and individuals' needs
2. ambiguity or disagreement over goals or objectives
3. goals set too low to be challenging
4. goals set too high to be attainable
5. rigidity or refusal to abandon or modify goals that become unattainable
6. overloading with too many performance objectives
7. inundation with paper work
8. dual or ambiguous responsibility
9. lack of sufficient in-service backup
10. lack of target dates
11. lack of attention to readiness and understanding before installation
12. premature tie-in of MBO with compensation structure before system is debugged, confidence established, and trust secured
13. resistance of teachers
14. failure to start at top and work down
15. imposition of MBO on people in a spirit of reprisal
16. rewarding rugged individualism; discouraging collaboration
17. failure to include grievance or appeal procedure

EXHIBIT F
GUIDE TO WRITING GOOD OBJECTIVES

1. Start with an action verb.
2. Identify a single key result for each enterprise.
3. Give the date of estimated completion for each objective.
4. Identify costs--i.e., time, money, materials, support personnel and equipment needed to complete each objective.
5. State verifiable criteria which signal when the objective has been reached.
6. State only those objectives controllable by the person setting the objective or, if not totally controllable, at least those parts which are isolatable.

Example of poorly specified objective:

I will try to help students develop greater respect for school property

Example of a well-written objective:

Raise Park Lane High School eleventh graders' scores on Goal 7 EQA to 50th percentile by June 30, 1978, contingent upon (1) no significant change in SES, (2) no significant change in norming of EQA scores on Goal 7, and (3) funding of \$2200 for in-service development program for faculty over 1976-77 and 1977-78 school years in approximate equal portions.

EXHIBIT G

MOST COMMON ERRORS IN SETTING OBJECTIVES

1. The manager has not clarified common objectives for the whole unit.
2. Objectives are set too low to challenge the subordinate or to have significant results for the organization.
3. Prior results have not been adequately analyzed as a basis for setting objectives.
4. The unit's common objectives do not clearly fit those of the larger unit.
5. Patently inappropriate, or impossible, or too many objectives are agreed to.
6. Yearly objectives are rigidly adhered to that subsequently prove unfeasible, irrelevant, or impossible rather than admit to error.
7. Responsibilities are not clustered in the most appropriate position.
8. Two or more individuals are allowed to believe themselves responsible for doing exactly the same things.
9. Methods of working are stressed rather than clarifying individual areas of responsibility.
10. It is more important to please the superordinate than to achieve the objective.
11. There are no guides to action only ad hoc judgments of results.
12. Every proposed objective by the subordinate is accepted uncritically without a plan for its successful achievement.
13. The needs of the superordinate (or his superordinate) are not openly and clearly made known to his subordinates.
14. Very real obstacles are ignored that are likely to prove a hindrance in achieving agreed to objectives.
15. The superordinate denigrates the objectives proposed by his subordinates, and imposes only those he deems suitable.
16. The superordinate fails to think through and act upon what he must do to help his subordinates to succeed.

17. The superordinate fails to determine with his subordinates standards of measurement and exceptions.
18. The superordinate fails to conduct quarterly reviews of progress.
19. New ideas from outside the organization are not encouraged (the NIH syndrome).
20. Yearly objectives are rigidly adhered to even when a new and exceptional opportunity presents itself.
21. Yearly objectives can be changed with ease even in absence of compelling reasons to do so.
22. Successful behavior is not reinforced when objectives are achieved, or unsuccessful behavior corrected when they are not achieved.
23. Subordinates are not allowed a major voice in setting their yearly objectives.
24. Individuals are not allowed to set their own pace in achieving yearly objectives.
25. The superordinate does not allow for a high degree of interaction and participation in all decisions which have a direct effect on the subordinate's area of responsibility.

From Richard W. Hostrop, Managing Education for Results, ETC Publications, Homewood, Ill., pp. 201, 204-205.

EXHIBIT H

CRITICAL STEPS IN IMPLEMENTATION OF MBO SYSTEM

- ___ 1. Secure commitment of superintendent and board
- ___ 2. Orient Administrative Staff
 - 2.1 Explanation of MBO Concept
 - 2.2 Expected Purposes and Payoffs
 - 2.3 Possible Limitations and Pitfalls
 - 2.4 What it takes to make it go
 - 2.5 Explanation of types of objectives:

Routine objectives, problem solving objectives;
creative objectives, personnel development objectives
- ___ 3. Secure commitment of administrative staff
- ___ 4. Skill training in writing objectives
- ___ 5. Establish school district goals and priorities
- ___ 6. Establish clear table of organization
- ___ 7. Transform all administrators' job descriptions into workable sets of objectives
 - 7.1 Assure that essential administrative tasks are covered through routine objectives in individuals' sets of objectives
 - 7.2 Assure that all school district goals are included in individuals' sets of objectives
 - 7.3 Assure that each administrator and his immediate superior are agreed upon sets of objectives
 - 7.4 Assure that action plans for accomplishment are set
 - 7.5 Assure that essential resources are available and committed
 - 7.6 Assure that target dates for completion are set
 - 7.7 Assure that measureable criteria for assessing accomplishment are acceptable
- ___ 8. Schedule superior-subordinate conferences for monitoring progress toward objectives
- ___ 9. Conduct annual performance appraisal
- ___ 10. Conduct periodic evaluation and modification of MBO System
- ___ 11. Establish job classification system and salary ranges

- 12. Establish base salary schedule differentiated by positions.
- 13. Establish base (non-merit) increments
- 14. When MBO System is thoroughly shaken down and acceptable to majority of administrative staff, linkage of performance appraisal data to meritorious service increments may be established.

EXHIBIT I
NORTH ALLEGHENY SCHOOL DISTRICT

MOAS TIMELINE

FOR DEVELOPMENT AND IMPLEMENTATION
1976 - 1977 OBJECTIVES

1975 - 1976

- SEPTEMBER 12, 1975 - Final Audit 1975-1976 Objectives
- OCTOBER/NOVEMBER 1975 - Conduct Interim Conferences
- JANUARY/FEBRUARY 1976 - Conduct Interim Conferences
- APRIL 15/MAY 20, 1976 - Final Appraisal Conferences
 - General Job Performance Appraisal
 - Evaluation of 1975-1976 Objectives
 - Determination of Incentive Pay for 1975-1976
- JUNE 4, 1976 - Summary Report to Superintendent regarding final appraisal and request for Superintendent's review and approval of incentive pay in accordance with Evaluation of Performance submission to Board for approval and payment
- JUNE 25, 1976 - Payment of Incentive Pay for 1975-1976 Objectives

Alter base salary for all administrative/supervisory staff in accordance with performance on incentive plan

Pay to be adjusted in first pay in July for 12 month personnel and September for all others

- DECEMBER 1975 - District-wide Goal Setting 1976-1977 Objectives Needs Assessment
- JANUARY 1 - JANUARY 30, 1976 - Review Job Description Review Building/Department Specific Needs Review ideas from IDEA file Review and determine Target Areas
- FEBRUARY 15, 1976 - First draft of Objectives 1976-1977
 - Objective statement
 - Brief Action Plan
 - Estimate of Resources
- FEBRUARY 15/APRIL 1 1976 - Conference to Review Objectives
- APRIL 1, 1976* - 2nd Draft of 1976-1977 Objectives Complete objectives/Action Plan Evidence of Success Plan
- APRIL 1/MAY 15, 1976*- Conference to review objectives Evidence of Success
- MAY 15, 1976* - 3rd Draft of 1976-1977 Objectives
- MAY 15/JUNE 15, 1976*- Conference to finalize 1976-1977 objectives
- JUNE 24, 1976 - Final Audit of 1976-1977 Objectives
- JULY 1, 1976 - Implement
- 1977-1978 - Follow same basic plan coordinated with district budget timeline
- 1978-1979

JFL/d1
9/9/75

*As needed

EXHIBIT J
APPEALS PROCESS

